



DIBELS IN KINDERGARTEN

Kindergarten
August 2007



WHAT ARE THE ASSESSMENT FACTS?

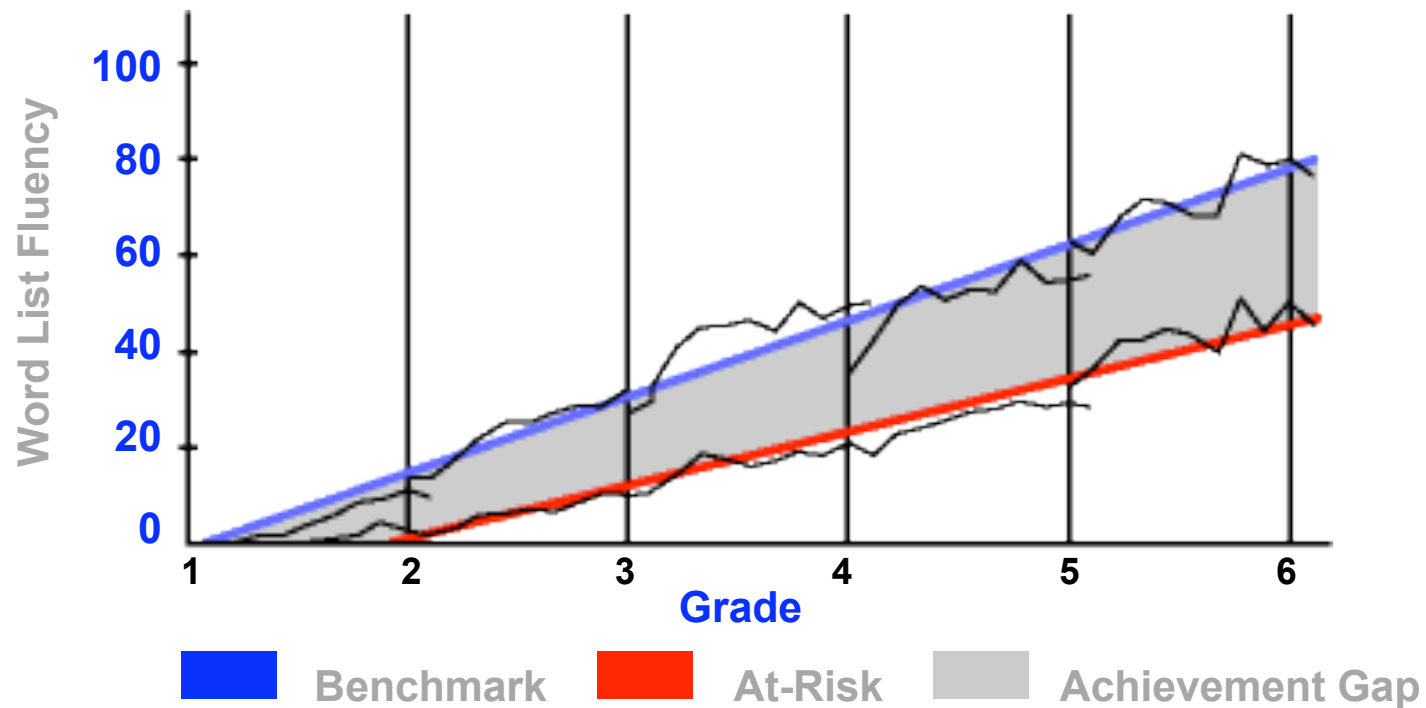
- **ASSESSMENTS SHOULD...**
 - **Detect even the slightest improvement**
 - **Predict later reading success**
 - **Assess basic early literacy skills**
 - **Be used for screening, progress monitoring and outcome**
 - **Allow for immediate intervention for struggling readers**
 - **Be valid and reliable when kept to the script**

HOW CAN ASSESSMENT HELP?

- **An assessment like DIBELS provides brief assessment of critical areas of reading shown by research to be necessary for learning to read**
- **So teachers will:**
 - **Know which students are not performing on grade level**
 - **Determine which foundation skills are missing or are weak**
 - **Evaluate the effectiveness of their instruction program**

WHY WORRY?

- Reading trajectories are established early
- Students on poor reading trajectory, at risk for poor academic outcomes, lifelong impact



“CHILDREN DON’T CATCH UP”

- **Poor readers at the end of 1st grade are not likely to ever catch up!**
 - **“The probability of remaining a poor reader at the end of 4th grade, given a child was a poor reader at the end of 1st grade was .88 (Juel, 1994)**
 - **74% of children who are poor readers in 3rd grade remain poor readers in 9th grade**
- **Poor readers at the end of first grade are likely to require intensive instructional support to reach third grade reading**

outcomes



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WHAT ARE THE TYPES OF ASSESSMENTS?

- **Screening**
- **Diagnostic**
- **Progress Monitoring**
- **Outcome**

WHAT IS A SCREENING ASSESSMENT?

- **Brief assessment that focuses on critical reading skills strongly predictive of future reading growth and development, and conducted at the beginning of the school year with all children in grades K, 1, 2, and 3 to identify children likely to need extra or alternative forms of instruction.**

WHAT IS A DIAGNOSTIC ASSESSMENT?

- **Assessment conducted at any time during the school year when more in-depth analysis of a student's strengths and weaknesses is needed to guide instruction.**

WHAT IS PROGRESS MONITORING?

- **Assessment conducted a minimum of three times a year or on a routine basis using comparable and multiple test forms to**
 - **(a) estimate rates of reading improvement,**
 - **(b) identify children who are not demonstrating adequate progress that require additional or different forms of instruction, and/or**
 - **(c) compare the efficacy of different forms of instruction for struggling readers and thereby design more effective, individualized instructional programs for at-risk learners.**

WHAT IS AN OUTCOME ASSESSMENT?

- **Assessment for the purpose of classifying students in terms of whether they achieved grade-level performance or improved.**
- **Go back to Think, Pair, Share Question 1 and fill in the type of assessment for each listing**

WHAT IS DIBELS?

- **Dynamic Indicators of Basic Early Literacy Skills**
- **Assesses the 5 components of reading**
- **Indicates future reading success**
- **Identifies at risk students**
- **Evaluates effectiveness of instruction**

WHAT DOES DIBELS ASSESS?

The 5 Critical Components of Effective Early Reading Instruction:

- **Phonemic Awareness**
- **Phonics**
- **Fluency**
- **Vocabulary**
- **Comprehension**

WHAT INFORMATION DOES DIBELS PROVIDE?

- **Benchmark students:**
 - **Based on experiences with students**
 - **Established cutoffs and goals for healthy reading outcomes**
 - **Odds would be in favor of achieving early literacy goals**
 - **80% or more of students with the pattern that they would achieve subsequent reading goals**

WHAT INFORMATION DOES DIBELS PROVIDE?

- **Strategic students:**
 - **Based on experiences with students**
 - **Clear predictions of achieving subsequent goals not possible**
 - **Odds neither in favor nor against**
 - **50% of students achieved subsequent early literacy goals**
 - **50% of students did not**

WHAT INFORMATION DOES DIBELS PROVIDE?

- **Intensive:**
 - **Based on experiences with students**
 - **Established cutoffs and goals for unsuccessful reading outcomes**
 - **Odds against of achieving early literacy goals**
 - **80% or more of students with the pattern that they would achieve subsequent reading goals**

WHAT DOES THE RESEARCH SAY?

Three decades of converging scientific research says we know...

- How children learn to read**
- What factors interfere with reading development**
- Which instructional approaches provide the most benefit for which students**
- When those approaches should be implemented**

IS DIBELS VALID AND RELIABLE?

- **Each measure has been thoroughly researched and demonstrated to be a reliable and valid indicator of early literacy development**
- **Predictive of later reading proficiency to aid in the early identification of struggling students**

WHAT DOES THE TERMINOLOGY MEAN?

Students identified as:

- **Benchmark** – student is “on track” to achieve the typical grade level milestones
- **Strategic** – students that are slightly below grade level and needs additional instructional support
- **Intensive** – students that are below grade level and need immediate instructional intervention to prevent further reading difficulties

HOW DO WE ANALYZE DATA?

- **Summarize by looking at the data and color code**
 - **Benchmark – 75-80% – green (go)**
 - **Strategic – 50-74% – yellow (slow)**
 - **Intensive - <50% – pink (stop)**
 - **Make instructional decisions to meet the needs of all students using data instead of using a heart monitoring system**



DIBELS SCHEDULE OF ASSESSMENTS

													DIBELS Oral Reading Fluency	
													(fluency)	
													DIBELS Retell Fluency	
													(comprehension)	
													DIBELS Nonsense Word Fluency	
													(phonics)	
													DIBELS Phoneme	
													Segmentation Fluency	
													(phonemic awareness)	
													DIBELS Letter	
													Naming Fluency	
													(phonics)	
													DIBELS Initial Sound	
													Fluency	
													(phonemic awareness)	
													DIBELS Word Use Fluency	
													(vocabulary)	
Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End
<u>Preschool</u>			<u>Kindergarten</u>			<u>First Grade</u>			<u>Second Grade</u>			<u>Third Grade</u>		

WHAT ARE THE KINDERGARTEN DIBELS MEASURES?

INITIAL SOUND FLUENCY (ISF)

- **Phonemic Awareness**
- **Beginning sound identification tasks**
- **Assessed Preschool through mid kindergarten**
- **About 3 minutes to administer**

PHONEME SEGMENTATION FLUENCY (PSF)

- **Phonemic Awareness**
- **Breaking 3 and 4 phoneme words into individual sounds**
- **Assessed Mid-Kindergarten through the end of 1st grade**
- **One minute timed task**



WHAT ARE THE KINDERGARTEN DIBELS MEASURES?

NONSENSE WORD FLUENCY (NWF)

- **Alphabetic Principle**
- **One minute timed task**
- **Breaking 3 and 4 phoneme words into individual sounds**
- **Assessed Mid-Kindergarten through the end of 1st grade**

LETTER NAMING FLUENCY (LNF)

- **Phonics**
- **Letter knowledge and rapid naming ability**
- **Assessed Beginning of Kindergarten through the beginning of 1st grade**
- **One minute timed task**

WHAT ARE THE KINDERGARTEN DIBELS MEASURES?

WORD USE FLUENCY (WUF)

- **Vocabulary and expressive language**
- **Words are used in sentences to show understanding and expression**
- **Beginning of preschool on**
- **About two minutes to administer**

WHAT DOES FLUENCY INCLUDE?

- **Accurate and efficient skills in:**
 - **Letter-sound correspondences (alphabetic understanding)**
 - **Blending sounds to form words (alphabetic principle)**
 - **Word identification (regular and irregular)**
 - **Word knowledge or vocabulary**
 - **Comprehension monitoring**

WHAT DOES FLUENCY INCLUDE?

- **“The ability to translate letters-to-sounds-to-words fluently, effortlessly. LaBerge and Samuels (1974) described the fluent reader as “one whose decoding processes are automatic, requiring no conscious attention” (e.g., Juel, 1991). Such capacity then enables readers to allocate their attention to the comprehension and meaning of the text.”**
- **Fluency is not an end in itself but a critical gateway to comprehension. Fluent reading frees resources to process meaning.**
- **Fluent reading is dependent on the accurate development of components skills (letter sounds, vocabulary, comprehension).**
- **Fluent reading requires ample opportunities to engage in successful reading experiences.**



Instructional Recommendations Based on Kindergarten's Fall DIBELS

LNF	ISF	INSTRUCTIONAL RECOMMENDATION
Intensive	Intensive	Intensive
Intensive	Strategic	Intensive
Strategic	Intensive	Intensive
Strategic	Strategic	Strategic
Intensive	Benchmark	Strategic
Strategic	Benchmark	Strategic
Benchmark	Intensive	Strategic
Benchmark	Strategic	Strategic
Benchmark	Benchmark	Benchmark



Instructional Recommendations Based on Kindergarten's Winter DIBELS

LNF	ISF	PSF	INSTRUCTIONAL RECOMMENDATION
Intensive	Intensive	Intensive	Intensive
Intensive	Intensive	Strategic	Intensive
Intensive	Strategic	Intensive	Intensive
Intensive	Strategic	Strategic	Intensive
Strategic	Intensive	Intensive	Intensive
Intensive	Intensive	Benchmark	Intensive
Strategic	Intensive	Strategic	Strategic
Intensive	Benchmark	Intensive	Strategic
Strategic	Strategic	Intensive	Strategic
Benchmark	Intensive	Intensive	Strategic
Strategic	Benchmark	Intensive	Strategic
Strategic	Strategic	Strategic	Strategic
Intensive	Benchmark	Strategic	Strategic
Intensive	Strategic	Benchmark	Strategic
Benchmark	Intensive	Strategic	Strategic
Strategic	Intensive	Benchmark	Strategic
Benchmark	Strategic	Intensive	Strategic
Strategic	Benchmark	Strategic	Strategic
Intensive	Benchmark	Strategic	Strategic
Benchmark	Strategic	Strategic	Strategic
Strategic	Strategic	Benchmark	Strategic
Benchmark	Benchmark	Intensive	Benchmark

Instructional Recommendations Based on Kindergarten's Spring DIBELS

NWF	LNF	PSF	INSTRUCTIONAL RECOMMENDATION
Intensive	Intensive	Intensive	Intensive
Intensive	Intensive	Strategic	Intensive
Intensive	Intensive	Benchmark	Intensive
Strategic	Intensive	Intensive	Intensive
Strategic	Intensive	Benchmark	Intensive
Strategic	Intensive	Strategic	Intensive
Intensive	Strategic	Intensive	Intensive
Benchmark	Intensive	Strategic	Strategic
Intensive	Strategic	Benchmark	Strategic
Intensive	Strategic	Strategic	Strategic
Strategic	Strategic	Intensive	Strategic
Strategic	Strategic	Strategic	Strategic
Benchmark	Intensive	Benchmark	Strategic
Intensive	Benchmark	Intensive	Strategic
Benchmark	Intensive	Intensive	Strategic
Intensive	Benchmark	Strategic	Strategic
Strategic	Strategic	Benchmark	Strategic
Benchmark	Strategic	Intensive	Strategic

QUOTES FROM MONTANA

“Data driven instruction is one of the best things about Reading First, so that the needs of the children can be specifically met.”

Elementary Principal

“I don’t feel that anyone is getting left behind.”

Classroom teacher

“This has given me more things to celebrate through repeated progress monitoring and testing. I have a chance to celebrate even the little gains. It also gives me direction and focus for my teaching and for grouping.”

Classroom teacher

“Having used DIBELS, I know better how to give strategic support more effectively and efficiently. One of the most useful things I’ve learned is to identify at-risk students early in the year and to be consistent with intervention groups. DIBELS has helped me to teach more strategically to students at the lower end of the learning profile. The most dramatic impact on my teaching has been the realization of the importance of fluency – not just knowing letters and sounds, but knowing them rapidly and accurately. I don’t feel that anyone is getting left behind.”

Kindergarten teacher



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